

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2026
Course Title	THEOLOGY OF THE HUMAN PERSON
Course Code	THEO 0646 1P
Date	SEPTEMBER 14 – DECEMBER 7, 2026 MONDAYS
Time	2:15 PM – 5:05 PM
Delivery Format	IN-PERSON ONLY
Class information	The classes will be in-person on Mondays from 2:15 PM – 5:05 PM.
Instructor Contact Information	PATRICK FRANKLIN, PhD Email: pfranklin@tyndale.ca
Office Hours	Mondays and Tuesdays: 1:00 PM - 2:00 PM. (Please email the professor to sign up for a time slot; other time slots might be available upon request).
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course acquaints students with the theology of the human person. It focuses on biblical and doctrinal issues that bear on such questions as “What does it mean to be a human being?”, “What is meant by the ‘image of God’?”, and “How is the Person of God related to the personhood of human being?”

Prerequisite: THEO 0531 Systematic Theology

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Recognize the wonder, dignity, and mystery of every human person (Psalm 8)
2. Explain the relationship between Christology and Trinity to anthropology
3. Analyze presuppositions about human personhood in various theologies, philosophies, ideologies, approaches to community/sociality, and in culture and media

4. Identify and discuss contemporary issues in understanding the human person in the humanities, sciences, and social sciences and assess them theologically
5. Articulate the implications one's view of personhood for theology, spirituality, ethics, and ministry
6. Apply insights gained from the course to understand and frame theologically their own lives, their own journey of being and becoming human
7. Apply implications of theological anthropology to one's discipline of study and vocation

III. COURSE REQUIREMENTS

A. REQUIRED READING

Four texts (total) are required for this course. These include the following four:

Favale, Abigail. [*The Genesis of Gender: A Christian Theory*](#). San Francisco: Ignatius, 2022.
[Available as an e-book for free via Tyndale library.]

Hinsdale, Mary Ann and Stephen Okey, eds. [*T&T Clark Handbook of Theological Anthropology*](#). London: Bloomsbury T & T Clark, 2023. [This book is available as an e-book for free via Tyndale library; the subscription is unlimited.]

Kärkkäinen, Veli-Matti. [*Creation and Humanity. Volume 3 of Constructive Christian Theology for the Pluralistic World*](#). Grand Rapids: Eerdmans, 2015. [This book is available as an e-book for free via Tyndale library; the subscription is unlimited.]

Smith, James K. A. [*On the Road with Saint Augustine: A Real-World Spirituality for Restless Hearts*](#). Grand Rapids: Brazos, 2019. [This book is available as an e-book for free via Tyndale library; the subscription is unlimited for the duration of the course.]

Other assigned readings will be available via the course page, as per Section V below.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

NOTE: All assignments are due at 11:59 p.m. on the date listed. Please submit your assignments via the course page in Moodle.

1. Personal Reflection Paper (worth 20%; Due Friday Oct. 23)

This assignment is related to Outcomes #5 and #6.

Write a personal reflection paper (4 pp. max.) interacting with James K. A. Smith's book *On the Road with St. Augustine*. Share two (2) insights emerging from your reading of Smith about your own journey of *being* and *becoming human*. It is best to reflect on your journey in light of key ideas, concepts, and reflections discussed by Smith. You may also draw on ideas and insights gained from class materials - lectures and readings - that are relevant and applicable to the two themes/insights you discuss.

2. Theology Anthropology and Film Reflection (10%; Due Oct. 27)

This assignment is related to Outcomes #1, #3, and #5.

View the film *Broken Courage* in class and interact with the Director (David Peck) in an in-class Q&A session. Make notes on aspects of the film that raise questions, insights, concerns, and connection points with theological anthropology.

Write a critical and/or constructive theological paper (2 pages) analyzing two (2) themes arising in the film that are relevant to theological anthropology.

NOTE: This is not an explicitly 'Christian' film, so the connection points will not be obvious. You will have to dig beneath the surface to make connections and to identify the existential, philosophical, psychological, sociological, religious, cultural, and ethical (in short, *human*) issues that surface and then reflect on these in light of theological anthropology, i.e., in light of course content regarding a theological understanding of the human person. [FYI: this list is meant to be representative; you are not expected to address all these dimensions; just choose 1-2 themes that emerge for your discussion.]

3. Theological Reflection Paper (30%; Due Nov. 20)

This assignment is related to Outcomes #3, #4, and #5.

Write a theological reflection paper (5 pp.) on Abigail Favale's book, *The Genesis of Gender*.

- a) First (~2.5 pp.), describe the book's central argument (thesis) and explicate two themes that you found particularly striking and important. You do not have much space, so be concise and explain key concepts and ideas precisely (this is not a book review).
- b) Next (~2 pp.), write a theological reflection on one of the two themes discussed above. It will be important here to relate your discussion to key concepts and themes

addressed by theological anthropology (theology of the human person). Drawing on course content (lectures, readings) as you engage the book will enrich your discussion.

- c) On the final half page (0.5 pp.) of your paper, provide a personal reflection on the significance of your discussion (in b) to your own identity and/or vocation.

4. Short Research Paper (40%; Due Dec. 14)

This assignment is related to Outcomes #2, #3, and #4. To understand how this assignment will be evaluated, please consult the Research Paper Grading Rubric uploaded to Moodle.

Write a concise research paper (10 pp., +/- 1 p., excluding title page and bibliography) on one of the themes treated by theological anthropology. Discuss your conclusions on the topic based on your engagement with the subject matter and in dialogue with a theologian who has written a book on that topic.

This assignment assumes and builds upon basic competencies for theological research and writing developed in the course Systematic Theology (THEO 0535), in particular the preliminary research assignment and research paper.

This is a short paper, yet also based on significant research. To keep your argument tight and focused, be sure to state your thesis statement clearly on the first page and write clearly and concisely (e.g., keep your introduction and conclusion to a paragraph each).

- a) Begin by selecting a research topic relevant to theological anthropology. Examples might include:

- Human origins (argue for a perspective, e.g., YEC; ID; evolutionary creation, etc.)
- The nature and effects of human sin
- The nature and limits of human freedom
- Theological anthropology in relation to race (or racism)
- Theological anthropology in relation to human sexuality and/or gender
- Theological anthropology and the ethics of ending life (e.g., abortion, MAID, war)
- Theological anthropology and technology
- The constitution of the human being (trichotomy, dualism, monism, nonreductive physicalism, emergent dualism, etc.)
- The relationship between theological anthropology (TA) and another area of Christian doctrine (e.g., TA and eschatology; TA and soteriology; TA and Christology; TA and ecclesiology; TA and missiology; etc.)

Note 1: many of these topics will have to be narrowed down so as to be manageable in scope. As you think about and conduct your research about your topic 'x', keep asking yourself the question "what theological question am I trying to answer about

‘x’?” You might need to continue refining your question as you progress, so that your research question and your answer (your thesis) become more focused and specific. For example, the question “is MAiD a potentially ethical option for a Christian?” is a very broad ethical question. You’ll want to identify key theological ideas, commitments, and presuppositions, for further research, which shape how you approach the question and thus how theological anthropology has implications that shape and impact your answer.

Note 2: If you wish, you may propose an alternate topic to the professor. Just be sure that the topic concerns a question that brings the focus of the issue to theological anthropology.

- b) Select a **substantial theological work** that addresses your chosen topic **written by a theologian** (preferably a monograph, but it might be a selection of essays).

Use this text as your primarily dialogue partner for engaging the research question theologically. You don’t have to agree with the author, either in whole or in part. You might agree, you might disagree, or you might agree with some qualifications and/or suggested correctives.

Choosing a single theologian as your primary dialogue partner helps to focus your own thinking, place your project within a context of ongoing theological discussion, and reduce your scope to something manageable.

Use your secondary sources (books, journal articles, and other academic research material from secondary sources) to inform you more broadly about the topic, help you identify possible objections and counter-proposals to those offered by your primary theologian, and stimulate your own thinking toward a creative critical and constructive theological response (your own thesis).

Question: How does one go about selecting a theologian? I have two recommendations for this. First, consult Tyndale’s Webpage: [Theology: Getting Started](#). The page includes many good resources for getting started on a theological research project. I’d recommend consulting some theological dictionaries first. These are encyclopedic-like works that list topics in alphabetical order. Entries typically provide a brief introduction to the topic, list some of the major theological voices (theologians) contributing to the discussion, and provide a selected bibliography. Second, consult the course bibliographies provided in Moodle (there are two: a general bibliography covering a broad range of subjects and a selected bibliography on sex and gender).

- c) Articulate for yourself an initial hypothesis about the topic. When you first begin the research for your paper, your hypothesis will be tentative and preliminary, to be tested

by your ongoing research. When you write up the final draft of your paper, **you should be able to articulate a clear thesis statement** on the first page (at the end of your introduction). A thesis statement is a concise description (1-2 sentences) of a position you are taking, an argument in summary form which you will go on to demonstrate in the body of your paper.

Thus, the paper should aim to articulate and defend a clear thesis, not simply provide a report of various approaches to the issue, or an interesting historical overview, or a series of personal reflections.

NOTE: Your thesis/argument is not considered to be your final position or view of the matter (that's way too much pressure!). It's simply your own provisional position on the topic according to your present knowledge and understanding.

- d) Research the topic in depth. An 'A'-range paper will consult **at least 10** sources beyond the course texts, including at least one theological monograph (a book on your topic written by a recognized theologian), and 5 peer-reviewed journal articles (the ATLA database accessed via our library is the best source for full text, peer reviewed theological journal articles).

Blog posts, web sites, student papers, and online videos are not appropriate academic sources unless they have official academic or professional credentials (e.g., an online peer-reviewed journal, official government sources, reputable scientific sources such as *Science*, AAAS, the ASA (American Scientific Affiliation), CSCA (Canadian Scientific and Christian Affiliation), NASA, and so forth). You can use popular sources too, for illustrative or interest purposes, but they do not count as academic sources.

NOTE: Keep in mind that you don't need to read every chapter of every book, or every paragraph of every article; but you do want to read thoroughly the sections that are most relevant and be sure to understand their logic and argument. You should also grasp the book's / article's overall thesis and how it contributes to the theological discussion of the topic at hand. Sprinkling a paper with references from sources is not enough to demonstrate a thorough understanding and synthesis of those sources.

- e) Write up a concise paper (10 pages [+/- 1 p. without penalty], excluding title page and bibliography) in support of your thesis, demonstrating how your research informed your answer to the question you posed. **Your answer to your question (concerning the theological issue to be resolved) is your thesis.** You should state your thesis succinctly and clearly in your paper's introduction.
- f) Your paper should begin with an introductory paragraph that alerts the reader to the importance of your topic (why it matters) and identifies the specific question the paper seeks to answer. Briefly state your answer to that question (**your thesis**) in 1-2

sentences.

Use the body of your paper to make your case theologically. Mention and address briefly 1-3 other serious options (other, alternative answers to the question) that you discovered while doing research. State briefly why you are convinced of the answer you give in your paper, rather than these alternatives.

- g) Conclude the paper with a paragraph restating your own tentative thesis on the topic. In a nutshell, where do you currently stand on the question you researched and why? Your conclusion is not meant to state your final view on the matter, but your provisional view which you have come to at least tentatively given your study and reflection at this point in time. So, it might be appropriate to briefly state what further questions remain for you (if any?) that need to be addressed in future research.

General Guidelines for the Submission of Written Work

Due dates & times (and late penalties):

Assignments are to be uploaded to the assignment submission section of the course page in pdf or Microsoft Word format by 11:59 PM (Eastern Time) on the assigned due date. Papers submitted after 11:59 PM on the due date will receive a 1/3 grade deduction (i.e., B+ to B) per day (or part thereof) following the due date (to a maximum of 1.5 GP deduction per week). This late policy will apply to all assignments for which no extension has been granted. Extensions will be granted only for serious personal, family, or health situations.

Last Possible Date to Submit Assignments (no extensions possible beyond this date):

From the Registrar's Office: Professors may NOT grant an extension to a student past the last day of exams (December 18, 2026). Requests for extensions past this date may be granted only by the Registrar. Students should submit an [Extension Request Form](#) to the Registrar's Office latest by December 11, 2026.

Formatting:

Assignments must be double-spaced, typed in 12 pt Times New Roman font (10-pt for footnotes), with 1" margins. The standard citation method for theological papers uses footnotes (not parenthetical citations or endnotes) with a complete bibliography in the Chicago style (not APA style). For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#).

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	Weight
Personal Reflection Paper (on Smith)	Oct. 23	20%
Theological Reflection on Film	Oct. 27	10%
Theological Reflection Paper	Nov. 20	30%
Short Research Paper	Dec. 14	40%
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT, AND REQUIRED READINGS

Please complete all readings in preparation for the lectures. NOTE: All readings not found in Kärkkäinen or in the *T&T Clark Handbook (TTCH)* are posted in Moodle (classes.tyndale.ca).

Week 1 (Sept. 14)	Introduction to the Course Sources & Methods for Theological Anthropology, Part I <u>Read:</u> Kärkkäinen, chapter 9 <i>TTCH</i> , chapter 1
Week 2 (Sept. 21)	Sources and Methods for Theological Anthropology, Part II <u>Read:</u> <i>TTCH</i> , chapters 2-3 Franklin, "The Human Person in Contemporary Science and Theology"
Week 3 (Sept. 28)	Image of God, Part I <u>Read:</u> Kärkkäinen, chapter 11 <i>TTCH</i> , chapter 5, chapter 27 (just pp. 338-40) Franklin handout, 'Image' Passages in the Bible (Optional: <i>TTCH</i> , chapters 6 and 27)
Week 4 (Oct. 5)	Image of God, Part II <u>Read:</u> Grenz, "The Social God and the Relational Self" Resch, "Christ and Contemplation"
Oct. 12	NO CLASS (Thanksgiving)

- Week 5**
(Oct. 19) **Human Dignity and the Sacredness of Human Life**
Read:
UN Declaration on Human Rights (preamble)
Moltmann on Human Dignity
Optional: Gushee, "The Sacredness of Life"
In Class: View Film: [Broken Courage](#), followed by a live
in-class Q&A session with Director David Peck.
- (Friday Oct. 23)** **DUE:** Personal Reflection Paper on Smith
- Week 6**
(Oct. 26) **SIN & the Tragic, Part I**
Read:
Kärkkäinen, chapter 15
TTCH, chapter 8 (pp. 99-105a)
St. Augustine, *Confessions* (excerpt)
- (Friday Oct. 27)** **DUE:** Theological Reflection on Film
- Week 7**
(Nov. 2) **SIN & the Tragic, Part II**
Read:
Kärkkäinen, chapter 16
TTCH, chapter 8 (pp. 105b-110)
Gutiérrez on liberation theology (excerpt)
(Optional: *TTCH*, chapter 28)
- Week 8**
(Nov. 9) **Human Ontology**
Read:
Kärkkäinen, chapter 12; Farris, "What am I" - chapter excerpt
(Optional: Kärkkäinen, chapter 14; Croasmun, "Emergence")
- Week 9**
(Nov. 16) **Human Origins, Part I: Beyond 'Creation' versus 'Evolution'**
View before class lecture: Lamoureux lecture (link provided in Moodle)
Read:
Kärkkäinen, chapter 10
Brooks, "What is a human?" (humans as evolved yet unique)
(Optional: Kärkkäinen, chapter 6)
- (Fri. Nov. 20)** **DUE:** Theological Reflection Paper (on Favale book)

Week 10
(Nov. 23)

Human Origins, Part II: Reflecting Theologically on Evolution

Read, take notes, and come prepared to discuss:

Smith, "What Stands on the Fall? A Philosophical Explanation"

Franklin, "Understanding the Beginning in Light of the End"

Theology of Marriage

Review from Week 4: Grenz, "Social God, Relational Self" (pp. 50-57 only)

Week 11
(Nov. 30)

Gender and Sexuality #1

Read:

Review: Grenz from week 4 ("Social God, Relational Self, pp. 50-57 only)

Pierce, "Biblical Equality and Same-Sex Marriage"

Smith on 'cultural liturgies'

Recommended (optional) for further reading:

Preston M. Sprinkle, William R. G. Loader, Megan K. DeFranza, Wesley Hill, Stephen R. Holmes, and Stanley H. Gundry, [*Two Views on Homosexuality, the Bible, and the Church*](#) (Grand Rapids: Zondervan, 2016).

See also Sex and Gender Bibliography posted on Moodle

Week 12
(Dec. 7)

Gender and Sexuality #2

View before class lecture: Tony Jelsma, PhD: "Towards a Biological Understanding of Gender Dysphoria." (Link provided in Moodle)

Read:

Jelsma, "On Gender, Gender Incongruence, and Gender-Affirming Care"

Eddy and Rhodes, "Understanding Transgender Experiences & Identities"

Smith, "Gender Incongruence and the Question of Medicalization"

(Optional: Stock, "A Brief History of Gender Identity")

(Optional: Cheng, "Contributions from Queer Theory")

(Optional: Sax on intersex conditions and whether sex is a binary or a spectrum)

Recommended (optional) for further reading:

Carl R. Trueman, [*The Rise and Triumph of the Modern Self: Cultural Amnesia, Expressive Individualism, and the Road to Sexual Revolution*](#) (Wheaton: Crossway, 2020).

See also Sex and Gender Bibliography posted on Moodle

(Mon. Dec. 14)

DUE: Research Paper

V. SELECTED BIBLIOGRAPHY

See course pages on Moodle.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests

and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Academic Integrity and Artificial Intelligence (AI)

[Tyndale Seminary's Academic Calendar](#) provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. ... Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing.

Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This

use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:

Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).